

DRAFT	Youth Leadership Skill Standards Portfolio¹					DRAFT
Key 3=Proficient 2=Intermediate 1=Introductory			SB=School Based WB=Work Based CB=Community Based Learning			

Description of Skills	Rating Scale			Initials Represent Setting			Mentor-Teacher-Supervisor-Advisor-Community Coach
	3	2	1	SB	WB	CB	Comments

Section One: Self-management. Complete all of the 5 competencies in section one at level 2 or 3 and all applications in this category.

Demonstrate self-management skills.

1. Analyze strategies to manage life roles and responsibilities							
2. Exhibit flexibility and adaptability to reasoned change							
3. Seek and accept feedback with a positive attitude							
4. Seek and accept responsibility							
5. Show willingness to take reasoned risk							

Creative Applications: Complete all applications

• Take an inventory of current life skills or the knowledge and skills needed by leaders							
• Analyze personal learning style or multiple intelligences							
• Identify areas for further personal learning and development							
• Develop a plan of action based on personal learning goals, including the management of resources to accomplish goals							
• Implement a personal plan							
• Reflect on what was learned from this process							
• Set new personal learning goals, such as improvement of certain leadership skills							
• Other							

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Section Two: Communication and critical-creative thinking skills in a variety of settings. Complete 21 of the 23 competencies in section two at level 2 or 3 and at least two applications in each category.

Critical Listening – Actively listen to others’ ideas, opinions, and feelings.

1. Attend seriously to others							
2. Demonstrate appropriate body and facial expressions common during active listening							
3. Demonstrate understanding of what is heard by taking action or following directions							
4. Demonstrate understanding of the ideas, opinions, or feelings heard on the radio or audiotapes							

Creative Applications: Complete at least two applications

• Accurately paraphrase what is heard							
• Ask questions to clarify potential misunderstandings of what is heard							
• Demonstrate understanding of ideas, opinions, or feelings heard in live presentations or performances, such as a speech, oral history, or storytelling							
• Teach others active listening skills							
• Demonstrate techniques for remembering what is heard							
• Demonstrate listening proficiency through standardized testing with interpretation of results as follow-up							
• Other							

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Section Two: Communication and critical-creative thinking skills in a variety of settings (cont.)

Critical reading – Use effective strategies to achieve different purposes in reading.

1. Read to acquire information							
2. Accurately interpret texts							
3. Reflect on messages and meanings contained in multicultural literature							
4. Critically analyze texts for assumptions and myths							

Creative Applications: Complete at least two applications

• Read to small children with follow-up reflection and discussion							
• Read to an elderly or homebound person with follow-up reflection and discussion							
• Serve as a reading buddy with follow-up reflection and discussion							
• Serve as a trained tutor with follow-up reflection and discussion							
• Read poetry with expression to an appropriate audience with follow-up reflection and discussion							
• Give an interpretive reading with follow-up reflection and discussion							
• Participate in Readers Theater with follow-up reflection and discussion							
• Demonstrate reading comprehension through standardized testing with interpretation of results as follow-up							
• Other							

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Section Two: Communication and critical-creative thinking skills in a variety of settings (cont.)

Critical speaking - Use effective strategies to orally communicate ideas, opinions, and feelings.

1. Discuss an issue with a supervisor, teacher, or parent							
2. Elaborate on others' ideas							
3. Give constructive oral feedback to others							
4. Use different formats orally to convey ideas, opinions, or feelings (individual, small group, large group, telephone, tele- or video-conference)							
5. Engage in an open exchange of ideas with others							

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Section Two: Communication and critical-creative thinking skills in a variety of settings: *Critical speaking - Use effective strategies to orally communicate ideas, opinions, and feelings (cont.)*

Creative Applications: Complete at least two applications

• Demonstrate a process, method, technique, or procedure with follow-up reflection and discussion							
• Deliver a speech, illustrated talk, or report with follow-up reflection and discussion							
• Conduct a structured interview with follow-up reflection and discussion							
• Facilitate a planned meeting with analysis of feedback forms							
• Demonstrate speaking skills with follow-up reflection and discussion, for example, "thinking on one's feet" during extemporaneous speaking <u>or</u> while serving as Master of Ceremonies							
• Tell a story or oral history with follow-up reflection and discussion							
• Perform in a role-play or skit with follow-up reflection and discussion							
• Demonstrate speaking proficiency through standardized testing with interpretation of results as follow-up							
• Other							

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Section Two: Communication and critical-creative thinking skills in a variety of settings (cont.)

Critical writing – Use effective strategies to achieve different purposes in writing.

1. Write an informative report							
2. Write a persuasive essay							
3. Write a poem that conveys personal ideas, opinions, or feelings							
4. Write with clarity to describe an event							
5. List an accurate set of steps in a method, technique, or procedure							
6. Write a reflective log or journal entries about one's own or others' ideas, opinions, or feelings							
7. Summarize results of an investigation or action research, including data analysis and interpretation							

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Section Two: Communication and critical-creative thinking skills in a variety of settings: *Critical writing – Use effective strategies to achieve different purposes in writing (cont.)*

Creative Applications: Complete at least two applications

• Write a business letter with follow-up reflection and discussion							
• Write a brochure, flyer, or menu with follow-up reflection and discussion							
• Write a letter to the editor with follow-up reflection and discussion							
• Write a critical review of a book, play, or movie with follow-up reflection and discussion							
• Write a case study with follow-up reflection and discussion							
• Create a web page with follow-up reflection and discussion							
• Keep accurate records of meetings with follow-up reflection and discussion							
• Prepare an instructional manual with follow-up reflection and discussion							
• Create appropriate written business communication, with follow-up reflection and discussion – include examples of electronic mail, FAX, memo, bulletin, or telephone message							
• Write a project proposal with budget page to obtain funding with follow-up reflection and discussion							
• Demonstrate writing proficiency using standardized testing with interpretation of results as follow-up							
• Other							

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Section Two: Communication and critical-creative thinking skills in a variety of settings (cont.)

Critical observation – Use all of the senses to perceive and interpret situations.

1. Describe how words, images, and sounds observed in various media are used to convey messages, viewpoints, and values							
2. Identify assumptions observed to be operating in particular situations							
3. Reflect on the impact observations have on one's own attitudes and actions							
4. Describe verbal and nonverbal cues noted when listening to a presentation							

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Section Two: Communication and critical-creative thinking skills in a variety of settings: *Critical observation – Use all of the senses to perceive and interpret situations (cont.)*

Creative Applications: Complete at least two applications

• Observe television programs using a rating form with pre-specified criteria							
• Observe selected performances (play, art/history museum, or musical) with follow-up written review or critique							
• Observe a child at work or play with oral or written description of indicators of development as follow-up							
• Observe group process with oral or written feedback as follow-up							
• Observe a particular situation to define a problem as follow-up							
• Participate in job-shadowing with description of job responsibilities as follow-up							
• Watch a demonstration of a technique with follow-up use of the procedure							
• Demonstrate observation skills using standardized testing with interpretation of results as follow-up							
• Other							

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Section Three: Media and Technology. Complete all of the 5 competencies in section three at level 2 or 3 and at least 2 applications in this category.

Use media and technology critically and creatively for different purposes.

1. Access information from a variety of media							
2. Organize information obtained from a variety of media							
3. Analyze the impact of media and technology on everyday life							
4. Evaluate the reliability of various sources of information							
5. Use information, media, and technology in an informed and responsible manner							

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Section Three: Media and Technology: *Use media and technology critically and creatively for different purposes (cont.)*

Creative Applications: Complete at least two applications

• Use a variety of technologies, methods and tools to (a) solve problems <u>and</u> (b) create and present information							
• Evaluate the use of media and technology in a specific production or presentation							
• Design media applications appropriate to audience and purpose, such as create a photo display, poster, storyboard or other visual; prepare a PowerPoint presentation; produce a videotape							
• Use quality improvement tools to help others visualize a process, pinpoint a problem, find causes, and determine solutions, such as flow-charts, cause-effect diagrams, timelines, opportunity-cost analyses, technology assessment, environmental scanning, process control....							
• Keep records and create financials for a club, organization or project, including end-of-month <u>and</u> end-of-year reports							
• Other							

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Section Four: Interpersonal, conflict management, and democratic organizational and small group skills. Complete 21 of the 23 competencies in section four at level 2 or 3 and at least two applications in each category.

Use interpersonal skills effectively.

1. Explain what verbal and nonverbal cues provide indications of sincerity and genuineness							
2. Encourage others to participate in discussion							
3. Avoid sarcasm, put-downs, and hurtful language							
4. Take initiative in building relationships							
5. Show respect for others' ideas, opinions, and feelings							
6. Demonstrate intercultural understanding							
7. Assert oneself without showing disrespect for others							
8. Demonstrate skills involved in working with others – age, gender, culture....							

Creative Applications: Complete at least two applications

• Teach others about nonverbal communication with follow-up reflection and discussion							
• Advocate respect for diversity							
• Confront others responsibly and respectfully							
• Demonstrate interpersonal skills, strategies, activities, and exercises							
• Use decision-making tools involving interpersonal skills, such as brainstorming, multi-voting, nominal group, affinity diagram							
• Demonstrate strategies for building consensus							
• Other							

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Section Four: Interpersonal, conflict management, and democratic organizational and small group skills (cont.)

Manage conflict.

1. Understand one's own emotions and reactions							
2. Express ideas and needs assertively							
3. Disagree with ideas, not the person							
4. Consider different points of view							
5. Express emotions calmly, in nonabrasive and non-inflammatory ways							
6. Speak clearly, in neutral terms							
7. Recognize potential conflict situations							

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Section Four: Interpersonal, conflict management and democratic organizational and small group skills: *Manage conflict (cont.)*

Creative Applications: Complete at least two applications

• Practice self-regulation – monitor one’s own behavior, assess situations, take others’ perspectives into account, act on judgments about which behaviors are appropriate in the situation							
• Demonstrate strategies for relieving stress and pressure in conflict situations							
• Practice strategies to manage unhealthy or dangerous situations							
• Lead a discussion of controversial issues with follow-up reflection and discussion							
• Negotiate agreements							
• Mediate disputes							
• Serve as a class mediator							
• Engage in peer mediation							
• Complete a violence prevention or Peacemakers Program with follow-up reflection and discussion							
• Handle disruptive behavior at a meeting with follow-up reflection and discussion							
• Demonstrate how to negotiate agreements and mediate disputes							
• Other							

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Use democratic organizational and small group skills.

1. Exhibit teamwork skills							
2. Contribute to group maintenance							
3. Fulfill individual responsibility to the team/workgroup							
4. Complete team/workgroup tasks							
5. Serve on a committee or planning group charged with analyzing a problem/recommending a solution							
6. Participate in an organization that is conducted in a democratic way							
7. Work cooperatively to reach consensus							
8. Analyze results accomplished through teamwork							

Creative Applications: Complete at least two applications

• Facilitate a team/workgroup meeting: set an agenda, establish ground rules, assign work roles, delegate work, check progress toward goals, acknowledge others' contributions, contribute ideas							
• Engage in a Socratic Dialogue or debate							
• Serve as a small group process observer							
• Serve as an officer of an organization that is conducted in a democratic way							
• Lead a small democratic discussion group, such as a study circle							
• Lead a collaborative/cooperative workgroup							
• Demonstrate team building strategies, activities, and exercises							
• Provide oral/written feedback on group process							
• Other							

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Section Five: Practice ethical standards and behaviors. Complete 15 of the 17 competencies in section 5 at level 2 or 3 and at least two applications in this category.

Show ethical sensitivity.

1. Treat others with compassion, caring, and kindness							
2. Take others' perspectives into account							
3. Critically examine and seek to control personal bias							
4. Identify with other peoples' interests and concerns							

Use ethical judgment.

1. Identify ethical issues							
2. Reason to conclusion about what to believe and do							
3. Reflect on the reasoning process and outcomes							

Exhibit ethical motivation.

1. Consider others' rights							
2. Help others in need							
3. Cooperate with others and make peace							
4. Show respect for oneself and others, including authority							
5. Tell the truth, even when it isn't easy							

Take ethical action.

1. Resolve conflicting values							
2. Display courage							
3. Show perseverance in difficult situations							
4. Show optimism							
5. Acknowledge and learn from one's own mistakes							

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Section Five: Practice ethical standards and behaviors: *Show ethical sensitivity, use ethical judgment, exhibit ethical motivation, take ethical action (cont.)*

Creative Applications: Complete at least two applications

• Analyze scenarios for ethical implications							
• Evaluate the ethical consequences of one's own actions on others							
• Practice integrity by standing up for one's beliefs related to specific ethical issues							
• Write a newspaper column about an ethical issue							
• Engage in a community speak out on an ethical issue							
• Conduct a public awareness campaign as an expression of one's convictions							
• Organize a school speak out on an ethical issue							
• Conduct an intergenerational dialogue about an ethical issue							
• Develop a personal ethical code of conduct							
• Develop an ethical code of conduct for a student organization in school or the community							
• Teach a character education lesson using children's literature							
• Other							

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Section Six: Democratic discussion and problem-solving and reasoned action skills. Complete 9 of the 10 competencies in section six at level 2 or 3 and the number of applications listed in each category.

Use democratic discussion and problem-solving skills.

1. Identify problems and think them through by <ul style="list-style-type: none"> Analyzing a problem situation Forming a view of the key elements of the problem and how they fit together Defining the problem Suggesting improvements in the description, once the “first draft” is on the table Describing ways to solve the problem Listing reasons for and against the proposed solutions 							
2. Present ideas clearly by <ul style="list-style-type: none"> Presenting ideas during a meeting so that others understand Responding to questions and criticisms of the ideas presented 							
3. Understand others’ views when something important is at stake by <ul style="list-style-type: none"> Listening actively as others’ present ideas Restating others’ ideas and arguments Asking questions to clarify what is being said 							

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Section Six: Democratic discussion and problem-solving and reasoned action: *Use democratic discussion and problem-solving skills (cont.)*

4. Respond to conflicts/disagreements that arise in democratic discussion by <ul style="list-style-type: none"> • Handling disagreements/conflicts constructively • Resolving disagreements/conflict to take the main interests of all members into account • Resolving disagreements/conflicts to preserve the dignity of all parties • Suggesting ways to move the group forward • Maintaining group progress and civility by suggesting compromises • Maintaining group progress and civility by synthesizing views into something all members need, want, or consider important 							
5. Apply core values in democratic discussion by <ul style="list-style-type: none"> • Discussing various solutions/recommendations in light of core values: e.g., respect, responsibility, justice, freedom equality, and truth • Evaluating alternatives in light of these same core values 							

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Section Six: Democratic discussion and problem-solving and reasoned action: *Use democratic discussion and problem-solving skills (cont.)*

Creative Applications: Complete at least two applications

• Engage in a community forum or hearing on a public policy issue							
• Discuss a controversial issue from different viewpoints before making a decision							
• Make reasoned judgments about what to do in a particular situation							
• Serve on a group that conducts a family and community town supper							
• Demonstrate strategies for maintaining group progress and civility							
• Set up a school forum on a significant issue							
• Other							

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Section Six: Democratic discussion and problem-solving and reasoned action skills (cont.)

Use reasoned action skills.

1. Communicate with others to reach conclusion about what to do in a particular situation by <ul style="list-style-type: none"> Conveying accurate information Giving reasons to support ideas, opinions and feelings 							
2. Evaluate the validity of different sources of information							
3. Create a detailed action plan based on a genuine need/goal in school, family, work, or community							
4. Write a proposal, including the budget page, to obtain funds for a project, such as a grant or fund raising campaign							
5. Consistently use reflection on results, including what was learned before, during, and after completion of action projects							

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Section Six: Democratic discussion and problem-solving and reasoned action skills: *Use reasoned action skills (cont.)*

Creative Applications: Complete at least three action projects, one of which is an individual, family, or community action project

• Complete an individual, family, or community action project with follow-up reflection							
• Engage in peer-to-peer teaching with follow-up reflection and discussion							
• Mentor others with follow-up reflection and discussion							
• Volunteer for tasks at school, home, or in the neighborhood with follow-up reflection and discussion							
• Analyze personal learning style with follow-up reflection and discussion							
• Choose project committee work based on findings about one's learning style with follow-up reflection on results							
• Complete a service-learning or community service project with follow-up reflection and discussion							
• Conduct a community issues/public policy forum with follow-up reflection and discussion							
• Lead a team that conducts a "befrienders" program at school with follow-up reflection and discussion							
• Other							

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